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ABSTRACT

This book focuses on communication as the central feature in teaching and learning within second language classrooms. It examines the classroom as a unique communication context with highly regulated patterns of communicative behavior that are actively negotiated between teacher and students, and explores how and why these patterns of communication are established and maintained. Dynamics of classroom communication are viewed as shaped by the moment-to-moment actions and interactions that occur during face-to-face communication between teachers and students. The first part outlines a framework for understanding communication in second language classrooms, including teacher control of communication patterns, student perceptions of classroom communication patterns, and students' knowledge and use of language in the classroom, both in general and for the purpose of learning. The second part examines a number of patterns of communication: teacher-student interaction; student-student interaction; and patterns that relate to community-based issues such as English-as-a-Second-Language instruction and use of commercial materials. Part 3 offers suggestions for expanding communication patterns, allowing for variability in communication patterns, and establishing and extending classroom communicative competence. A substantial bibliography is included. (MSE)

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